**The Core and MORE Instruction Checklist**

**By Laurel West and Vanessa Black**

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| **The CCSS Standard: 3.NBT.2**  **The Envision Lesson: 4-3 Models for subtracting 3 digit numbers** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
|  | Difference and regrouping |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Have the students complete 4-3 Spiral Review, problems #1-8.  Review as a class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Difference- Marzano’s model- personal experiences (ex. 13 marbles and lost 3 under the table- What is the difference between what I started with and ended with?) and pictures (ex. 5 birds on a tree, three flew away, erase three what is the difference?)  Regroup- Frayer model-   1. How will you provide multiple opportunities for vocabulary to be used in context?   When we are explaining the models, what is the difference, how do you know the difference between the first model and the second?  Did you have to regroup? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Using Base 10 (place value) blocks within three digit numbers, model different examples of subtracting with regrouping and without.*  *Subtract the ones, subtract the tens, subtract the hundreds (you always start with the least place value in case you need to regroup.)*  *Replace and regroup blocks as needed. Count the remaining blocks to find the answer.* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Draw the place value blocks with a subtraction problem, making sure to separate each into base ten units with either blocks or using a square for hundreds, a line for tens, an “x” for ones. Refer to page 90b. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Use the place value blocks to write the digits and numerical representations. Refer to lesson 4-4 for the algorithm. Teach the algorithm of three digit subtraction, referring to how you broke down the blocks to regroup and emphasizing columns and place value.  Assign problems to do for independent practice.  For problem solving, use a real life application. Use the examples on page 91 of Envisions. Use the Session 3.2 in Investigations, “Travel Problems”. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT**  Have the students complete the Quick Check for 4-3 and correct and differentiate accordingly**.** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Have the students complete the Practice 4-3 in class, as they need to use place value blocks and pictures. As a whole class, complete #15 and #16. Then allow the students to choose whether they do the odds or evens for #1-14. | |
| **HOMEWORK** | |
| Complete the Reteach 4-3. | |